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ABSTRACT

Credit alternatives allow local school systems to take advantage of community learning resources as an enrichment for, or supplement to, school learning experiences. The first part of this handbook describes credit alternatives that may be used by local school systems to provide individualized curricula for diagnostic and prescriptive instruction. Three major examples of credit in lieu of enrollment programs are credit by examination, exemption by examination, and independent directed study. Five major examples of credit for planned off-campus experiences include (1) enrollment in courses at other institutions; (2) joint enrollment programs with community colleges or technical schools; (3) training internships with community or government agencies; (4) work-study cooperative programs; and (5) travel or enrichment programs. Attendance options and systematic planning considerations for development of credit alternatives are also listed. The second section, "Awarding Credit for Off Campus Experiences," describes an experience-based career education program in Dawson County and Franklin County High Schools (Georgia). It discusses present Georgia policies in relation to awarding credit and how the procedures developed in this project might be helpful to policymakers in credit determination for community-based learning programs in their own schools. Worksheets for job analysis are included, along with seven appendixes: package goal checklists, student profile, needs/goals, learning plans, monitoring progress, summary evaluation, and student resume. (TE)

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Credit and Attendance Alternatives for a Competency-Based Instructional Program

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Credit Alternatives for Georgia High Schools

All credit and attendance alternatives provided by local school systems must be covered within local board of education policies.

Credit alternatives allow local school systems to take full advantage of community learning resources as an enrichment for, or supplement to, school learning experiences. Since not all learning occurs in formal classroom settings, credit in lieu of enrollment and credit for planned off-campus experiences options are available to enable students to participate in a variety of learning opportunities.

Schools can reward independent study and growth by providing credit for skills acquired from the home, work experiences, hobbies and avocational pursuits. Students have opportunities to plan educational studies in conjunction with the home, business and industry and public or private agencies. Credit alternatives, with their emphasis on self-reliance or independence, is a method of assisting students in making an effective transition from adolescence to adulthood, from the school world to the adult world of work.

Credit alternatives provide a method of encouraging and rewarding individual student initiative and self-responsibility, two traits which students must be willing to exhibit in planning their own learning experiences. The opportunity to participate in credit alternatives helps young people develop the skills needed to function as independent, lifelong learners as they blend teacher-directed and self-directed learning opportunities. Credit alternatives may

be used by local school systems to provide personalized and individualized curriculum for one of the purest forms of diagnostic and prescriptive instruction.

Credit In Lieu of Enrollment

There are three major examples of credit in lieu of enrollment programs.

(1) Credit By Examination is the process of judging academic achievement through an examination and awarding Carnegie unit credit for an area of study which is normally offered in high school courses without the students having to enroll or participate in the school course.

Example: Students who demonstrate satisfactory achievement on a group of items selected from the National Assessment of Educational Progress or on the Personal Economics Skills Test from College Board or on a locally developed test might receive 1/3 unit of credit in lieu of enrollment for Personal Finance. This credit would release student class time to allow enrollment in more advanced studies of economics or other courses more appropriate for the needs, abilities and career interests of the individual.

(2) Exemption By Examination is the process of determining student experiential achievement through an examination and of exempting the student from a required area of study without Carnegie unit credit. As with the Credit By Examination option, this alternative releases student time to pursue more elective studies appropriate for the individual's own abilities, needs or interests.

Example: Students who demonstrate satisfactory achievement on an American Red Cross Advanced First Aid Test might be exempted from the 1/3 unit requirements in Health and Safety.

(3) Independent Directed Study is the process of contracting between an individual student and a school-appointed director or advisor for independent studies beyond the regular school day or classes and of awarding credit in lieu of enrollment upon satisfactory completion of that contract.

Example: Students who complete self-study contracts on the mass media combined with an internship in a local radio station could receive credit in lieu of enrollment for a particular course(s) in Language Arts.

Credit For Planned Off-Campus Experiences

There are five major examples of credit for planned off-campus experiences.

(1) Enrollment in courses at other educational or training institutions might be allowed with units of credit awarded for time expended at learning sites other than the high school. However, studies at the other institution would have to be coordinated with the high school program to the extent that the students' off-campus experiences become a planned extension of the secondary school experiences.

(2) Joint Enrollment programs with community colleges, vocational-technical school or universities might be established to allow units of credit to be awarded for studies completed at both learning sites. Again, studies at the other educational site must be coordinated with the secondary school program so that

one experience is an extension of the other.

(3) Training Internships might be established to allow students to serve apprenticeships or internships with community or government agencies and to award units of credit for the completion of objectives set jointly by the school, the student and parents and the community or government agency.

(4) Work Study Cooperative Programs might be established to allow students to serve apprenticeships in business or industry and to award units of credit for the completion of objectives set jointly by the school, the student and parents and the business or industry enterprise.

(5) Travel or Enrichment Programs might be established to allow students to receive units of credit to satisfy learning objectives contracted in advance between the school and students and parents and any participating enrichment agencies or organizations.

Attendance Options

In the event a student has passed the legal compulsory attendance age, sixteen years of age, the local board of education may allow for attendance alternatives. Attendance alternatives are used to some degree by local school systems which presently have early student admissions arrangements with colleages or universities.

Attendance options must be outlined in local board of education attendance policies. In describing such opportunities, policy statements should specify student eligibility in terms of at least the following criteria.

(a) age and maturity of student

(b) accessibility to alternative learning experiences

(c) performance or achievement prerequisites

(d) parental or guardian recommendations

Systematic Planning Considerations For Development of Credit Alternatives

(A) LEA Policy should identify criteria for student eligibility for credit alternatives (e.g., student's grade - 9, 10, 11, 12 - placement, student's grade point average, student's conduct requirements, types of student needs to qualify for credit in lieu of enrollment).

(B) LEA Policy should identify types of course credits which may be satisfied through credit alternatives (e.g., elective or required units; remedial, average or advanced areas; general interest or specialized areas of study).

(C) LEA Policy should outline procedures to be followed in student applications for credit alternatives (e.g., deadlines to apply for credit in specific quarter, semester or year, permission forms for parent's, advisor's and counselor's content; recommendation forms for approval by instructional staff).

(D) LEA Policy should establish limitations on number of credits which may be earned through alternatives per year.

(E) LEA Plan should provide adequate details outlining implementation procedures including.

(1) Identification of specific learner outcomes to be achieved;

(2) Time limitations during which credit option can be exercised;

(3) Description of type/types of credit alternative options which are to be allowed; e.g., Credit by Examination, Work-Study Programs, Exemption by Examination, Independent/Directed Study; Internships;

(4) Procedure or tests used to assess learner outcomes; personnel responsibilities for administering such assessment techniques; procedures for maintaining tests/ evaluation; ratings in student's permanent folder;

(5) Degree of proficiency required for learner outcomes;

(6) Amount and type of instructional staff supervision over alternatives experiences;

(7) Methods for identifying credits earned through alternatives on official student transcript.

(F) LEA Plan should provide assurance against abuse of credit options.

Some Examples

(1) Students would not attempt alternative credit for courses in which they are currently enrolled;

(2) Students would not receive credit for courses on levels below their present placement (i.e., Algebra I students would not exempt general Math; Physics students would not exempt General Science; English IV students would not exempt English III). Credit would be given for courses for which a student is currently eligible or for which a student will be eligible.

(3) Students would not use credit alternatives to duplicate areas of study for which they have already received any form of credit recognition (i.e., ninth grade students would not receive credits for an area of study based on 8th grade courses for which they have already received 8th grade credits);

(4) Students would not attempt to earn credits for any areas of study which are not a part of the student's planned program of studies, approved by counselors, parents and advisors for any regular 180-day academic year.

Example: A student would not be allowed to exempt Physics I unless it is part of his planned program for the quarter, semester, or year.

(G) LEA Plan should provide assurances of supervision and control governing the quality of instructional opportunities represented in credit options.

Some Examples

(1) Alternative Credit would not be awarded for any areas of study which do not presently exist as part of the regular school program;

(2) Carnegie units, or increments of Carnegie units, may be awarded and designated on Student Transcripts but no grade designation would be given to contribute to a student's class ranking, grade point average or quality points;

(3) Proficiency or achievement represented in credit would be consistent with the quality of achievement represented in courses which are replaced by alternative credit;

(4) Learner outcomes established for credit options would match the instructional objectives designed for the course which alternative credit is replacing.

(H) LEA Plan should establish a reason for providing credit options based on student needs, abilities and interests.

Alternative credit learning opportunities should provide students with self-directed or independent learning experiences to assist them in moving from teacher-directed to self-directed learning; to provide young people with a diversity of learning environments from the structured classroom setting to the totally independent setting; and, to assist young people in growing personally and intellectually into lifelong learners.

Review Checklist:

Systematic Planning for Credit Alternatives

The local board has a policy which includes

_____which students are eligible (grades)

_____academic or performance standards which are necessary for eligibility

_____hours required for school attendance daily

_____educational objectives of alternative experiences

_____who will evaluate student outcomes and how

_____who will supervise alternative experiences

_____parental consent required in written form

The local plan includes

_____all points in local board policy

_____types of credits or exemptions which may be earned through alternatives

_____procedures to apply for alternative experiences

_____limitations on alternative credits, e.g. eligibility, number of credits, types of credit, time limits

_____methods for identifying types of alternatives on school records

_____specific details about when evaluation will be conducted and by whom it will be carried out

_____procedures to ensure that alternatives are part of a planned program of studies for an individual participant

_____procedures to ensure that alternative programs do represent <u>an alternative</u> to, or

_____expansion of, a school-based learning experience

Awarding Credit for Off-Campus Experiences

A model program prepared by
Susan P. Tyson, director, Experience-based
Career Education Program
Pioneer Cooperative Education Service Agency
Cleveland, Georgia

1979-80

Pioneer CESA implemented an Experience-Based Career Education program in Dawson County High School and Franklin County High School in 1979-80. This document discusses present Georgia policies in relation to awarding credit and how the procedures developed in this project might be helpful to policy-makers in credit determination for community-based learning programs in their own schools.

The Appalachian Regional Commission funded this project to (1) implement and demonstrate a proven secondary exemplary program in vocational education in the Pioneer CESA service area and (2) research, develop, evaluate and refine processes, procedures, and criteria for awarding academic credit for learning experiences in the community. The exemplary program, called Experience-Based Career Education (EBCE), was developed and validated by the National Institute of Education (NIE) and four regional educational research and development laboratories. In essence, EBCE provides juniors and seniors with structured community-based activities that will lead to academic credit, improved decision-making skills, and job-seeking and employment skills. EBCE has been successfully demonstrated to be an alternative to traditional public school education. Presently there are over 180 such programs in various forms operating throughout the U.S. in the middle and primarily secondary schools. Most of these programs are adaptions of models developed by the Appalachian Educational Laboratory, Far West Laboratory, Northwest Regional Laboratory, and Research for Better Schools. Community-based learning offers advantages to not only the students

participating but also to the school system as a whole and to the local community by expanding the learning facilities and by promoting community involvement and insight into the education of its local citizens. Though these programs are not necessarily designed to replace traditional educational programs, they can be successfully implemented within the existing structure of the school as an alternative method of learning. EBCE combines learning activities within the school with those at resource sites in the community to provide a comprehensive, individualized program of study. Students learn subject matter normally studied in a classroom through reading, research and actual on-the-job observation and participation. Career options are explored and basic survival skills are gained.

A major part of this project was to research the area of awarding credit for community-based learning and describe the processes, procedures, and criteria presently being used. Following the research was a formal development, evaluation and refinement process which resulted in specific criteria that can be used in the Georgia Public Schools to award credit for community-based activities.

It is hoped that the ideas and suggestions in this document will give the basis for awarding academic credit for experience-based learning.

I. Definition of Academic Credit-Vocational Credit

The awarding of academic credit is the finale to a process of teaching, observing, and learning involving the student, educators, and community. A variety of criteria may be established to determine if a student has earned credit and how much. The definition of

academic credit varies from school system to school system and in the nature of the content area.

Academic credit has been defined to be that credit which counts toward graduation requirements. These requirements may be hour requirements or specific course requirements. Some courses are considered electives that do not count as credit toward the required hours for graduation, yet they may be posted on the transcripts.

In Georgia, vocational credit would be considered elective credit toward graduation to meet the hour requirements and in that sense would be academic credit. Georgia now requires one-third unit of career education. A breakdown of areas of academic credit is given on page 4.

There are several community-based learning programs now operating in the State of Georgia in which credit is given. These include Project LEAP in Newton County, CBVE in Glynn County, and others. These are mainly adoptions or adaptions of the four EBCE Models developed through the regional laboratories. Most of these models have general guidelines for awarding credit in academic areas, though specific criteria are left out due to the fact that negotiation and individualization is an integral part of the programs. Generally, project planning guidelines leading to determination of amount and kind of credit may be given in academic areas as with the Project Planning Packages in the Far West Model or the Course and Interest Area Matrix of the AEL Model, but guidelines or project planning ideas are not given in vocational areas. By community resource development and functional job task analysis procedures, task sheets have been developed in soft cluster areas (e.g., Communications/Media)

ACADEMIC CREDIT

Required Areas

1. Language Arts
2. Mathematics
3. Social Studies
4. Science
5. Health and Physical Education
6. Special Local/State Requirements

Elective Nonvocational

1. All Elective Courses In Areas Listed In **Required**
2. Fine Arts
3. Foreign Languages

Elective Vocational

1. In School Programs
2. Cooperative/Work Study (For Pay)

in the Glynn County Community-Based Vocational Education Project (CBVE) from which a training plan is developed for the student through which credit is granted. Presently, the Glynn County CBVE Project is a community-based program validated in the State of Georgia to receive vocational education funding. Other programs in the state are granting elective credit for community-based learning in vocational areas - such as Project LEAP in Newton County. Specific criteria for awarding credit are derived from local curriculum guides and other resources available.

Georgia Board of Education policies and Competency-Based Education policies provide an opportunity for local school systems to expand and revise their programs through community-based learning experiences for the students. The policies state that local schools shall develop assessment procedures and criteria for off-campus learning experiences. The next section will expand upon State Board and Southern Association policies as they relate to community-based learning and implications for school systems in the area of awarding credit.

II. Present Policies in Georgia Schools Relating to Credit for Community-Based Learning

In High School Graduation Requirements-State Board Policy #30-711 adopted November, 1976, and amended December, 1978, the members of the State Board of Education reaffirmed the principles established in Section II of the Adequate Program for Education in Georgia Act (APEG) one of which encourages: "A broader curriculum and a more flexible program to insure that education can be designed to meet each student's needs, interests, and abilities." Specifically, the

State Board of Education, in Policy #30-712, defined two areas of need with respect to credit for community-based learning experiences.

1. Credit in lieu of enrollment - this refers to credit granted to students by local systems for learning which has occurred outside of the school. Local schools shall develop assessment procedures for giving credit.

2. Credit for planned off-campus experience - this refers to clock hours granted for planned off-campus experience when it is a part of a planned course description.

State Board Policy #30-716 states that local systems may offer credit for subjects in lieu of enrollment and for planned off-campus experience. In attendance regulations, the policy provides that planned off-campus experiences will constitute school attendance equal to courses on campus earning the same amount of credit toward graduation and that these experiences shall be under the supervision of professional school staff.

Policy #30-713 establishes 1/3 unit of Career Planning as a graduation requirement. The unit of credit here refers to the Carnegie Unit based on 150 hours of school instruction.

In the Competency Based Education Plan, tasks for Phase One which relate to community-based education areas as follows:

1. Involve and inform the community:

   (a) Share information about new high school graduation requirements;

   (b) Identify and use community resources in schools;

   (c) Use the community as a learning lab.

In a policy adopted in November, 1976, the State Board of Education stated the need for life skill development to address decisions and opportunities in this technical and urbanized society. Those life skills include 1) basic skills, 2) life-long learning

skills, 3) self-maintenance and improvement skills, 4) consumer awareness, 5) citizenship, 6) career decision-making, and 7) employability skills.

The EBCE program provides school systems an alternative learning program which includes Career Planning, off-campus experiences, community involvement, and the use of the community as a learning lab. By providing vocational learning in those schools which do not have facilities, students earn credit while gaining valuable career information and skills in an area of interest. Local education agencies are responsible for developing assessment procedures for giving credit in lieu of enrollment and planned off-campus activities. Later in this document, procedures for awarding credit will be outlined which may be helpful to policy-makers in developing their own plans.

The Southern Association of Schools and Colleges in their 1979 edition of Standards of the Commission on Secondary Schools accept experiential learning programs according to the following guidelines:

> 3.9.0 Schools granting units of credit based upon performance, competency, experience, or other such factors in lieu of traditional class attendance, course completion, and passing marks shall do so in accordance with a structured and clearly defined process developed by the school and/or school system and approved in advance by the State Committee.
>
> 3.10.0 If a school desires to offer or accept credit earned through correspondence or other individualized study programs, it shall develop written policies and procedures governing such offerings or their acceptance and submit such plans to the State Committee for approval.

The Southern Association advocates that policies and procedures be developed considering the relationship of the experience to the

educational goals, amount of credit to be allowed, and evaluation procedures to be utilized. They also refer institutions to the Principles of Good Practice in Assessing Experiential Learning developed by the Council for the Advancement of Experiential Learning (CAEL). CAEL offers six basic steps in the assessment of experiential learning which can be used as an organizing framework for academic credit.

Steps	Sponsored Learning
Identify	Set specific learning objectives that fit the goals and the learning site.
Articulate	Decide on general learning goals that are related to the degree objective.
Document	Maintain an integrated record as evidence of learning.
Measure	Determine whether learning meets the criterion standard previously set.
Evaluate	Determine the appropriate criterion standard required for credit.
Transcribe	Record the credit or recognition of learning.

These recommendations have been included in the criteria developed for awarding academic credit through this EBCE Program. A more detailed discussion of the criteria is described later in this report. However, it can be seen that the State and Southern Association Policies developed to date leave the LEA's with the responsibility of developing their own criteria and procedures for non-traditional learning before State committee approval is made. Specifics in criteria development are not spelled out.

Awarding Credit for Experience-Based Career Education - A Policy Maker's Manual is now under development and will give a more in-depth discussion on this topic.

III. Development of Process for Awarding Credit

Due to the lack of specific guidelines, variations exist among the different community-based programs in the area of awarding credit. Resource development and training plan development is a part of most community-based programs. This process can be a difficult and time-consuming one for learning coordinators who work with several different students in a variety of occupational areas. Some type of knowledge or task list is seen as helpful even before a particular community resource site is evaluated for use as a learning lab.

In developing a project or a series of projects for academic credit in a vocational area, the Dictionary of Occupational Titles is regarded as an excellent source of task or skill statements.

Noted in The Awarding of Academic Credit Under the Youth Employment and Demonstration Act of 1977, there are three ways of granting academic credit for work experience: (1) Program Evaluation for Credit, (2) Credit for Prior Experience, and (3) Experience Designed for Credit. The last of those listed is the model applicable to this EBCE Program since competencies to be learned are identified and an individual is evaluated on performance. The Department of Labor notes certain advantages and cautions:

1. Advantages - Experiences structured in this model have a specific purpose that is clearly identified and related to the individual's overall learning program. Experiences are carefully structured and designed to meet these needs. Pre- and post-testing of the individual can be conducted to verify attainment of competencies as a result of the work experience.

2. Cautions - Each work site must be carefully analyzed to identify all possible competencies that might be learned in the experience so that the anticipated skills are in fact acquired. This takes some degree of skill and time and significant costs may be involved. (U.S. Dept. of Labor, 1977)

In designing a quality program in which a work experience is designed for academic credit the following factors must be considered:

- integration in a total learning program for the individual;
- site analysis;
- identification of competencies that might possibly be learned there; and
- appropriate assessment techniques to determine if the competencies have been learned (U.S. Dept. of Labor, 1977, p. 8).

A complete analysis of the learning possibilities at any site is of particular importance in determining realistic learning goals and project planning for the students.

The above mentioned considerations and factors have been taken into account in developing the process of awarding credit.

A variety of assessment techniques are used to determine the student's needs and interests. Long range plans are completed after having identified course requirements and needs as well as interests. A student profile is developed - see Appendix B. If a student's needs are found to be in a vocational area, resources must be available and/or located to serve as a learning laboratory for the student. Each resource must be analyzed to determine the extent of learning which could possibly take place in the particular area. In order to determine the competencies that can be learned there and to determine if the resource would assist in evaluation, the learning coordinator must interview an individual or individuals at the site. Before interviewing at a particular site, the learning coordinator should be

aware of the types of skills required in the vocational area in general in order to develop a comprehensive plan of learning for the student and to determine if other resources are needed in order to give the student the opportunity to observe or develop skills in a particular vocational area. For teachers or learning coordinators entering an experience-based program, time and knowledge in the various occupational areas would not necessarily be available to develop a list of tasks considering time, quantity and quality as a basis for vocational credit. LC's need a definition of the skill, the criteria by which it is to be measured and a standard of competence.

The Worksheet for Job Analysis was designed in the Pioneer CESA EBCE Project to assist the learning coordinator in determing these factors prior to interviewing a community resource site for students' use. This Worksheet was developed to list the skills and/or tasks required in any particular occupation. (See page 19.) Specific tasks in an occupational area should be listed in this worksheet using as many resources as needed. The Dictionary of Occupational Titles is a primary source.

Other sources can be used to extract tasks in this particular occupation such as the V-TECS Manuals which have been developed in a variety of vocational areas. Time and tasks are not the only factors in assessment in V-TECS Manuals since the quality of work has been included. The Kentucky State Department of Vocational Education and the University of Kentucky have developed an in-service training module - Using a V-TECS Catalogue (Module IE-3) which would be helpful to individuals developing projects. Other resources which can be helpful in developing the tasks for the Worksheet for

Job Analysis include the Task Linkage Project Materials, developed in Georgia, and local school curriculum guides. The worksheet should include all tasks which are considered appropriate for the particular occupation.

Included on the worksheet are columns for indicating the extent to which a student could become involved in that task at a resource site and to determine if the resource person could evaluate the student on that task. A list of Safety Regulations is helpful in order to determine if a student's activities at the site may be limited.

The Worksheet for Job Analysis is then used at the resource site to determine the kinds of activities and tasks actually done at the site. The Worksheet is a useful aid in the interview process to determine the functional site analysis of what actually happens at the site. If a particular site does not afford the student the opportunity to learn certain skills designated as appropriate in the particular area as listed on the Worksheet, other sites should be used to give the student the variety of exposure recommended. If other skills could be learned at the site which are not listed, these can be added.

The Worksheet is then used to complete the Community Resource Guide which includes in detail the job description of the individuals with whom a student may work. (See page 26.)

If a particular resource site does not offer the learning opportunities in a range that is desired by the learning coordinator or student, more than one resource site may be used for the student's learning activities.

A file of the Worksheets should be kept on hand for use to interview additional resources.

A file should be kept of the Community Resource Guides for student use.

After having determined a student's needs and interests, the student then begins the process of exploring the field of interest and contacting the resources available. The student and learning coordinator negotiate a project plan in the area of interest from which credit is granted. The depth of the project would be determined by the needs of the students. Some students are interested in looking at a variety of occupations or investigating resources in a particular cluster area such as construction, without actually achieving job-entry level skills in a particular vocation. Their project and type of credit would necessarily be different from that of an individual interested in gaining specific skills in a particular area, such as Cabinetmaker. The type of credit awarded for the first individual might be "Career Exploration - Construction," whereas for the second individual, the credit may be "EBCE - Cabinetmaker."

The project plan can be developed using the Community Resource Guides and Worksheets for Job Analysis. A sample of the Project Plan form is on page 29. Though this process of developing tasks prior to site analysis would afford more guidelines and criteria for awarding credit, it would still leave room for negotiation and individualization according to the need of the student and the availability of resources. The learning coordinator and/or the resource person still would have to make a determination of just how many tasks or competencies could be completed satisfactorily in any one quarter or semester and the quality required. The package goals checklists, developed by Far West Laboratory, are helpful as basic

guidelines in determining credit. See Appendix A for these checklists. A flow chart of the process developed for awarding credit is on page 18.

After three or four resource visits, the student should be able to complete the following.

1. Describe theme of project.
2. Post significant questions to investigate.
3. List resources to be used in completing project.
4. Identify related reading or other research materials to be used.
5. Identify special requirements or prerequisites.
6. Estimate length of project.

Two or three more resource visits would enable the student to:

1. State project goals and indicators or how goals are to be met.
2. List persons who will evaluate the project.
3. Determine with the learning coordinator and resource person how much credit is to be awarded.

The following pages include helpful suggestions to students in writing their projects:

When Starting To Write Goals and Indicators

1. Review the resource guides for suggestions.
2. Include things you would like to learn how to do as well as learn about.
3. Include possible activities that would indicate accomplishments:
   a. Fill out a job information questionnaire (see page 33);
   b. Keep a journal - make entries after each resource visit or daily;
   c. Write an essay analyzing, comparing and contrasting, explaining, evaluating;
   d. In an advisory group meeting give a presentation demonstrating, explaining, debating or analyzing;
   e. Do a photographic essay, poster essay, or set up a display;
   f. Conduct a taped interview;
   g. Make a construction or product of some kind;
   h. Perform at the resource site.
4. Remember indicators must be specific and include:
   a. the task which the student will perform (for example, compare, contrast, describe, evaluate, construct, type);
   b. the product or performance to be evaluated (for example a written or photographic essay, etc.);
   c. the basis on which it is to be assessed. At a minimum include what topics will be addressed in an essay or report; when possible include specific performance criteria (for example increasing typing speed from 30 words per minute or accurately classifying 25 indigeneous plants).

Innovative Products for Projects

Photo essays

Cassette interviews

Video films

Slide/Cassette

Scale models of sample work products

Charts/Graphs

Overhead Transparencies

Oral Presentations/Demonstrations to advisory group or other classes

Scripts (written)

Written directions to producing a product or performing a process

Completing applications

Resumes

Surveys with data collection and evaluation

Newsletter for EBCE students

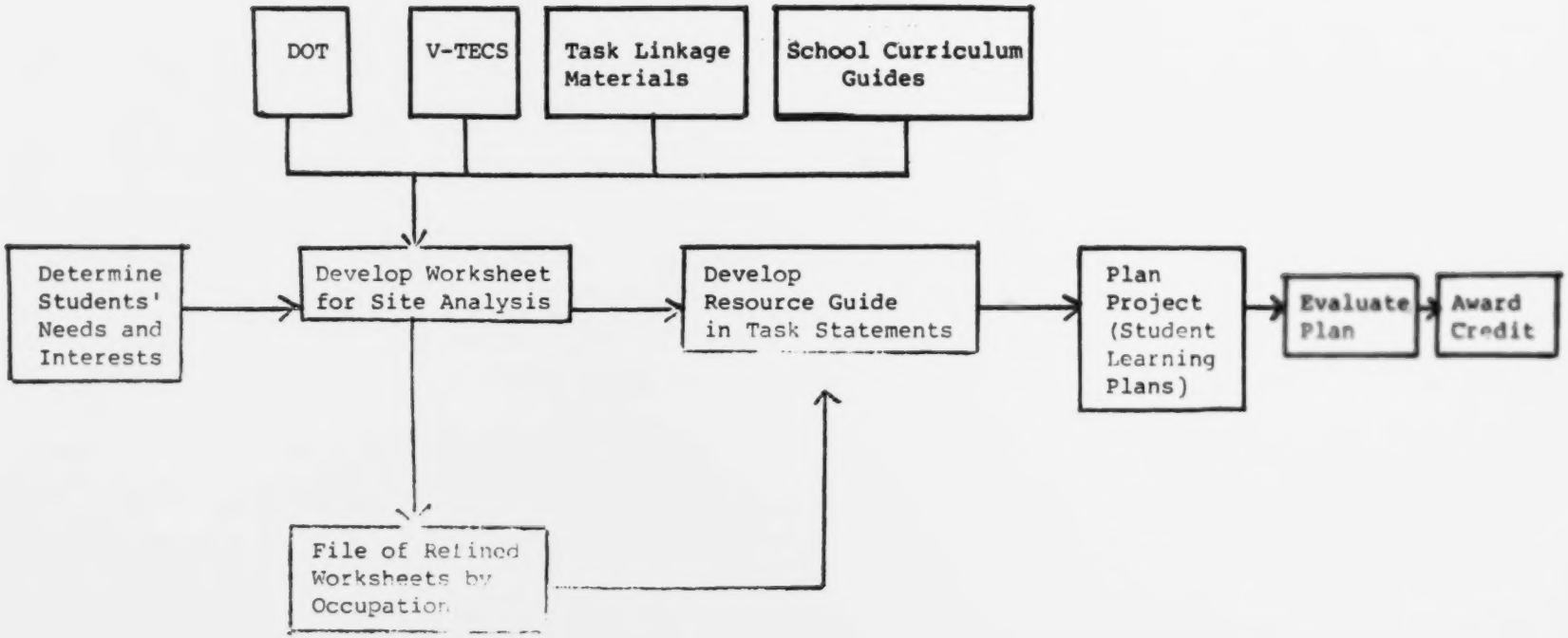
Meal prepared in class

Research paper

Create your own filmstrip

Students in the Pioneer CESA EBCE complete a profile including their background, results of interest surveys, project plans, resumes and other pertinent information used to develop their learning program. See Appendix B for the Student Profile.

The process described in this section involves integration in a total learning program by directing projects toward needs and interests. Site analysis and identification of competencies that can be learned there is aided by the Worksheet for Job Analysis and the Community Resource Guide. Appropriate assessment techniques are included by having specific evaluators for project goals. All of these steps have been recommended as mentioned earlier by the U. S. Department of Labor as steps in designing a quality program in which academic credit is received for work experience.



A Model for Awarding Credit

Worksheet for Job Analysis

Occupational Title _____ DOT# _____ WTG# _____

Name of Site _____ RP Name _____

General Description

Tasks	Can Observe	Can Do Sample Tasks	Can Do Actual Tasks	RP will Evaluate

Tasks	Can Observe	Can Do Sample Tasks	Can Do Actual Tasks	RP will Evaluate

Worksheet for Job Analysis

Occupational Title Cabinetmaker (woodworking) DOT# 660.280-010 WTG# 5.05

Name of Site _____ RP Name _____

Tasks	Can Observe	Can Do Sample Tasks	Can Participate in-depth
1. Set up and operate variety of woodworking machines and uses various handtools to fabricate and repair wooden cabinets and high grade furniture.			
2. Study blueprints or drawings of articles to be constructed or repaired and plan sequence of cutting or shoping operations to be performed.			
3. Mark outline or dimensions of parts on paper or lumber stock.			

Worksheet for Job Analysis

Occupational Title Cabinetmaker (woodworking) DOT# 660.280-010 WTG# 5.05

Name of Site _____ RP Name _____

Tasks	Can Observe	Can Do Sample Tasks	Can Participate in-depth
4. Match material for color, grain or texture.			
5. Set up and operate woodworking machines such as power saws, jointer, mortiser, tenoner, molder and shaper to cut and shape parts from woodstock.			
6. Trim component parts at joints to insure snug fit using handtools such as planes, chisels or wood files.			

Worksheet for Job Analysis

Occupational Title Cabinetmaker (woodworking) DOT# 660.280-010 WIG# 5.05

Name of Site _____ RP Name _____

Tasks	Can Observe	Can Do Sample Tasks	Can Participate in-depth
7. Bore holes for insertion of screws or dowels by hand or using boring machine.			
8. Glue, fit and clamp parts and subassemblies together to form complete unit, using clamps or clamping machine.			
9. Drive nails or other fasteners into joint at designated places to reinforce joints.			

Worksheet for Job Analysis

Occupational Title Cabinetmaker (woodworking) DOT# 660.280-010 WTG# 5.05

Name of Site _____ RP Name _____

Tasks	Can Observe	Can Do Sample Tasks	Can Participate in-depth
10. Sand and scrape surfaces and joints of articles to prepare articles for finishing.		•	
11. Repair high-grade articles of furniture.			
12. Dip, brush or spray assembled articles with protective or decorative materials such as stain, varnish or paint.			

Worksheet for Job Analysis

Occupational Title Cabinetmaker (woodworking) DOT# 660.280-010 WTG# 5.05

Name of Site _____ RP Name _____

Tasks	Can Observe	Can Do Sample Tasks	Can Participate in-depth
13. Install hardware such as hinges, catches and drawer pulls.			

Safety Regulations
Hazardous for 14-18

1. Occupations involving the operation of power-drive woodworking machines.
2. Occupations involved in the operation of circular saws, band saws and guillotine saws.
3. Occupations involved in rocting operations.
4. Occupations involved in the operation of power-driven metal forming, punching and shearing machines.

Reference for tasks: DOT

Guide Number_____

Community Resource Guide

To be filled out for the community site in general.

Name of community site_____

Address_____

Primary contact person at site_____

Phone_____

Parking facilities_____ Lunch facilities_____

Number of students site can take at one time_____

Special restrictions of site (if any)_____

Special programs or activities that students can participate in while at site (time, dimension of training or program and prerequisites)_____

_____

General description of the purpose or function of the resource site

Name and description of different sections or units at the community site (if any)

Name of section	Section head or supervisor	Description of purpose or function of section

*Sections in which students can participate

Form # R-13
PCESA - 5/80

To be filled out on each resource person.

Resource person's name _____

DOT job title and code _____

Primary WTG (name and number) _____

U.S. Office of Education Cluster _____

Name of person to contact to place student _____

Phone _____

Number of students this resource person can handle at one time (spacing requirements, if any) _____

Name of section or unit in which this resource person works _____

_____

Time RP will be available: From _____ To _____

Smoking regulations in this section of site _____

Dress code for this section of site _____

Special restrictions _____

Other comments _____

_____

Resource person's job description (in task statements)

	Can Observe	Can Do Sample Tasks	Can Do Actual Tasks	RP will Evaluate

Statements (continued)

Can Observe	Can Do Sample Tasks	Can Do Actual Tasks	RP will Evaluate

Suggested Learning Activities

Pioneer CESA
Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT _____ PROJECT NO. _____ PACKAGE _____

LC APPROVAL _____ DATE _____ DATE PROJECT STARTED _____

TECHNICAL ADVISOR(S) *(If any)* _____

I. PROJECT DESCRIPTION

A. *Title* _____

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. _____	_____
	2. _____	_____
	3. _____	_____

B. *Theme* *(Please give a brief description of your project)* _____

C. *Questions to be Investigated:*

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	*Initials*	*Date*	*End-of-Term Review*	*Initials*	*Date*

STUDENT PROJECT PLAN	Page 2 of

II. IDENTIFICATION OF RESOURCES

A. *Completed Visits* *(Identify resources already visited for Orientation)*

COMMUNITY SITE NAME	*Address*	*Phone*	RESOURCE PERSON	*Hours Spent*

B. *Planned Visits* *(Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP.)*

COMMUNITY SITE NAME	*Address*	*Phone*	ACTY* O	LEVEL E/I	RESOURCE PERSON	*Est. Hours*

* *O = Orientation;* E/I = Exploration/Investigation

C. *Related Reading/Research* *(Give Titles and Authors)* _____

_____

_____

_____

_____

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS *(See Resource Guides. Some sites require special insurance, health certificates, etc.)*

A. Prequisites _____

B. Materials or Equipment _____

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits _____ *Hrs.* *Product Production* _____ *Hrs.*

B. Reading _____ *Hrs.* *Other (specify)* _____ *Hrs.*

TOTAL HOURS _____

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT _____

PLANNED PROJECT COMPLETION DATE _____

BEST COPY AVAILABLE

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page of

Student _____ LC _____ Project Title _____

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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Form ES-17

BEST COPY AVAILABLE

Instructions for Completing The Last Page (s) of Your Project Plan

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

Pioneer CESA
Experience-Based Career Education

JOB INFORMATION QUESTIONNAIRE

Completing this questionnaire is one way of demonstrating what you know about a career you are considering or a particular job you have explored. Answer the following to the best of your ability.

STUDENT LC DATE

CAREER OR JOB TITLE

1. I have visited [ ]0, [ ]1, [ ]2, [ ]3 or more resource sites where this job is performed.

2. List five things you would have to do as part of this job.

_____

_____

_____

_____

_____

3. What level of schooling or type of training is generally required of persons entering this job?

[ ] Less than high school graduation
[ ] High school graduation
[ ] Two years college
[ ] Military training
[ ] On-the-job training
[ ] Four years college
[ ] More than four years college
[ ] Special vocational school
[ ] Apprenticeship training

4. What school subjects or areas of study are most related to this kind of work? (Is knowledge of certain subjects likely to make one more successful on the job? If so, what subjects are they?)

_____

_____

_____

_____

_____

5. What special licenses or certifications must be obtained and what must be done to get them? (For example, acquiring a radio operator's license, a teaching certificate, or a license to operate a day care center or to sell real estate.)

_____

_____

_____

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6. What range of pay could you expect from this kind of work? $ _____

7. Are any physical qualities required for persons doing this kind of work (e.g., able to stay on one's feet for long periods of time or lift heavy loads; height, vision, etc.)?

8. Describe the physical surroundings in which this work is generally performed (e.g., indoor, outdoor, crowded, spacious, clean, dirty, colorful, drab, etc.).

9. List at least five tools, instruments, or pieces of equipment used in this work.

10. Describe the personality of the type of person you would expect to do well in this job. Name at least three characteristics (e.g., calm, industrious, good leader, friendly, etc.).

11. Can these qualities be developed or learned? If so, how?

12. Do you think in the next few years there will be much of a demand for people in this kind of job? How do you know?

13. How is the nature of the job likely to change over the next ten years? Why?

14. What likelihood is there of advancement or promotions for people in this job? Explain.

15. What are three related or similar jobs that a person who does this job might also be able to do and might enjoy doing?

16. What influence does this job have on one's lifestyle (e.g., effect on family life, geographical location, avocations, people one associates with, etc.)? Be as specific as you can and say why you think so.

17. What kinds of things about this job would you most like? Why? Name at least four characteristics or aspects of the job that you like.

18. What would you most dislike about this job? Why? Name at least four things.

19. What are the likely working hours for people doing this job?

20. I have obtained information about this job from the following sources (check as many as apply):

[ ] Visiting job site(s)
[ ] Talking to my LC
[ ] Talking to friends
[ ] Talking to people on the job
[ ] Talking to my parents
[ ] Television, radio, newspaper
[ ] Other printed material (specify): _____
[ ] Other (specify): _____

21. In what ways do you feel that this would be a good job for you? How does it match with your interests, values, abilities, and goals?

22. In what ways would this NOT be a good job for you? Be specific.

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IV. Implications for Future Use and/or Adaptions

The procedures described in this document could be used by curriculum developers for any community-based learning program or work program for which students receive academic credit. It defines a method for site analysis and project development which is based on specific tasks in a given vocational area. Learning coordinators would have the references and tools necessary with which to develop learning and work programs designed to fit the needs and interests of the students.

The procedure can be used for an EBCE program implemented fully or with a work experience program developed locally as with CETA projects. Though most of the students will be doing career exploration in a cluster area, more detailed projects can be developed in a specific area for students to gain job-entry level skills.

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Appendix A
Package Goal Checklists

Pioneer CESA *Experience-Based Career Education*	SOCIAL SCIENCE PACKAGE GOAL CHECKLIST
STUDENT'S NAME	DATE
PROJECT TITLE	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [ ] reading [ ] listening [ ] observing *Communicating Information* [ ] writing [ ] speaking [ ] innovating
2. PROBLEM-SOLVING	*All elements*	[ ] define the problem or issue [ ] identify sources of information [ ] use appropriate methods for gathering data [ ] organize the information obtained [ ] evalute proposed solutions
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[ ] a. investigate two careers in terms of: [ ] roles and function of employee [ ] relation of career to other careers [ ] qualifications for entry [ ] working conditions, rewards, benefits [ ] current and projected demand [ ] union or professional affiliations [ ] effects of job on lifestyle [ ] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [ ] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

SOCIAL SCIENCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from Goal 4 or 5, or you may combine elements from each as long as you select five altogether.

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. SOCIAL SCIENCE INQUIRY	*At least five elements or five comparable elements*	[ ] institutions [ ] social groups [ ] status [ ] socialization [ ] culture [ ] ethnic group [ ] objectivity/subjectivity [ ] perception [ ] quantitative analysis [ ] motivation [ ] cause and effect [ ] attitudes [ ] values [ ] roles [ ] needs [ ] other (specify) _____ _____
5. SOCIAL SCIENCE TECHNIQUES	*At least five elements or five comparable elements*	[ ] conducting survey research [ ] analyzing statistical data [ ] planning and conducting case studies [ ] observing and recording behavior [ ] making comparative analyses [ ] analyzing structure and functions [ ] designing and administering interview schedules [ ] describing and analyzing behavior [ ] contributing to group efforts [ ] resolving interpersonal conflicts [ ] displaying data with tables and graphs [ ] designing and conducting experiments [ ] researching and interpreting historical records [ ] other (specify) _____ _____

Pioneer CESA *Experience-Based Career Education*	SOCIAL SCIENCE PACKAGE - POLITICS GOAL CHECKLIST *(to be used if Government credit is desired)*
STUDENT'S NAME	DATE
PROJECT TITLE	
You may select five elements from A or B or you can combine elements from each and from Social Science Goal 5 as long as you select five altogether.	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
A. AMERICAN GOVERNMENT/ POLITICS	*At least five elements or five comparable elements*	[ ] power relationships between government levels [ ] relationships between government agencies [ ] your rights and obligations as a citizen [ ] ways your life is affected by government actions [ ] sources of political power [ ] interest groups, political movements, and political parties [ ] ways of influencing government action [ ] values and other factors influencing political participation [ ] formal and informal rules of U.S. politics [ ] major trends in the political environment [ ] other (specify) _____ _____ _____
B. POLITICAL INQUIRY	*At least five elements or five comparable elements*	[ ] power [ ] law [ ] authority [ ] public opinion [ ] political participation or behavior [ ] freedom [ ] political socialization [ ] political institutions [ ] democracy [ ] political recruitment [ ] equality [ ] other (specify) _____ _____ _____

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Pioneer CESA *Experience-Based Career Education*	LIFE SCIENCE PACKAGE GOAL CHECKLIST
STUDENT'S NAME	DATE
PROJECT TITLE	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [ ] reading [ ] listening [ ] observing *Communicating Information* [ ] writing [ ] speaking [ ] innovating
2. PROBLEM-SOLVING	*All elements*	[ ] identify problem or question [ ] analyze existing information [ ] make your own observations [ ] formulate an hypothesis [ ] test hypothesis [ ] organize and evaluate information
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[ ] a. investigate two careers in terms of: [ ] roles and function of employee [ ] relation of career to other careers [ ] qualifications for entry [ ] working conditions, rewards, benefits [ ] current and projected demand [ ] union or professional affiliations [ ] effects of job on lifestyle [ ] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [ ] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

LIFE SCIENCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from either Goal 4 or Goal 5, or you can combine elements from each as long as you select five altogether. For laboratory science credit, you must select five from Goal 4 and Goal 5 (for a total of ten).

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. LIFE SCIENCE INQUIRY	*Choose five elements*	[ ] characteristics of life [ ] chemical structure of life [ ] law of conservation of energy [ ] classification system [ ] plants [ ] plant life functions [ ] animals [ ] animal life functions [ ] group structures [ ] ecosystem [ ] pollution [ ] environment [ ] heredity [ ] theories of evolution [ ] human physiology [ ] animal behavior [ ] other (specify) _____ _____
5. LIFE SCIENCE TECHNIQUES	*Choose five elements*	[ ] dissect plants or animals [ ] set up and safely use standard laboratory equipment [ ] set up and use field equipment [ ] collect and classify specimens [ ] use statistical methods [ ] understand and use the metric system [ ] perform mathematical computations [ ] safely culture microorganisms [ ] breed plants or animals [ ] observe and record animal behavior [ ] conduct environmental field studies [ ] collect and preserve specimens [ ] make drawings of observations [ ] properly care for laboratory animals and specimens [ ] other (specify) _____ _____

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Pioneer CESA *Experience-Based Career Education*	COMMUNICATIONS AND MEDIA PACKAGE GOAL CHECKLIST
STUDENT'S NAME	DATE
PROJECT TITLE	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [ ] reading [ ] listening [ ] observing *Communicating Information* [ ] writing [ ] speaking [ ] innovating
2. PROBLEM-SOLVING	*All elements*	[ ] define the problem or issue [ ] identify sources of information [ ] use appropriate methods for gathering data [ ] organize the information obtained [ ] evaluate proposed solutions
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[ ] a. investigate two careers in terms of: [ ] roles and function of employee [ ] relation of career to other careers [ ] qualifications for entry [ ] working conditions, rewards, benefits [ ] current and projected demand [ ] union or professional affiliations [ ] effects of job on lifestyle [ ] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [ ] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

COMMUNICATIONS AND MEDIA PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from either Goal 4 or Goal 5, or you can combine elements from each as long as you select five altogether.

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. COMMUNICATIONS AND MEDIA INQUIRY	*At least five elements or five comparable elements*	[ ] purposes [ ] form and style [ ] message [ ] medium [ ] audience [ ] messenger [ ] cliché [ ] metaphors and analogies [ ] symbol [ ] distortion [ ] subjective/objective [ ] culture and communication [ ] technology [ ] media [ ] group identity and communication [ ] other (specify) _____ _____ _____
5. COMMUNICATIONS AND MEDIA TECHNIQUES	*At least five elements or five comparable elements*	[ ] select materials, media and styles appropriate for different communications [ ] set up and use basic tools and equipment [ ] identify and use basic processes in their proper sequence [ ] organize and present material for a specific purpose or audience [ ] use different materials or styles to convey the same idea or emotion [ ] use different techniques or idioms to convey different ideas or emotions [ ] develop expertise in using a specific process, instrument, or technique [ ] proofread written materials using proper symbols [ ] interpret and describe communications [ ] critically analyze communications [ ] direct or give a performance [ ] accurately illustrate ideas, processes, or structural forms [ ] other (specify) _____ _____ _____

Pioneer CESA *Experience-Based Career Education*	COMMERCE PACKAGE GOAL CHECKLIST
STUDENT'S NAME	DATE
PROJECT TITLE	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [ ] reading [ ] listening [ ] observing *Communicating Information* [ ] writing [ ] speaking [ ] innovating
2. PROBLEM-SOLVING	*All elements*	[ ] define the problem or issue [ ] identify sources of information [ ] use appropriate methods for gathering data [ ] organize the information obtained [ ] evaluate proposed solutions
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[ ] a. investigate two careers in terms of: [ ] roles and function of employee [ ] relation of career to other careers [ ] qualifications for entry [ ] working conditions, rewards, benefits [ ] current and projected demand [ ] union or professional affiliations [ ] effects of job on lifestyle [ ] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [ ] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

COMMERCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from Goal 4, 5, or 6, or you can combine elements from each as long as you select five altogether.

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. ECONOMICS	*At least five elements or five comparable elements*	[ ] resources [ ] production [ ] distribution [ ] money [ ] property [ ] capitalism [ ] credit [ ] demand [ ] welfare [ ] taxes [ ] power [ ] labor [ ] recession [ ] poverty [ ] prosperity [ ] inflation [ ] other (specify) _____ _____ _____
5. BUSINESS EDUCATION	*At least five elements or five comparable elements*	[ ] forms of business [ ] relationship between management and labor [ ] impact on business of changes in technology [ ] economic cycles [ ] business/client relationship [ ] business forecasting [ ] management skills and techniques [ ] methods of obtaining capital [ ] business values and ethics [ ] sales planning and marketing [ ] advertising [ ] government policies and regulations [ ] business record keeping [ ] accounting models [ ] other (specify) _____ _____ _____

COMMERCE PACKAGE GOAL CHECKLIST (Continued)

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
6. COMMERCE SKILLS AND TECHNIQUES	*At least five elements or five comparable elements*	[ ] conducting surveys [ ] analyzing statistical data [ ] preparing a budget [ ] writing business proposals or reports [ ] composing business letters [ ] operating office machines and equipment [ ] maintaining and performing minor repairs on office equipment [ ] using different kinds of filing systems [ ] posting receipts and expenses to ledgers [ ] arranging displays of goods [ ] handling cash and credit transactions [ ] writing advertising copy [ ] illustrating advertising copy [ ] resolving interpersonal conflicts [ ] contributing to group efforts [ ] dealing with the public [ ] typing letters, memos, and reports [ ] other (specify)_____ _____ _____

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Pioneer CESA *Experience-Based Career Education*	PHYSICAL SCIENCE PACKAGE GOAL CHECKLIST
STUDENT'S NAME	DATE
PROJECT TITLE	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [ ] reading [ ] listening [ ] observing *Communicating Information* [ ] writing [ ] speaking [ ] innovating
2. PROBLEM-SOLVING	*All elements*	[ ] identify problem or question [ ] analyze existing information [ ] make your own observations [ ] formulate an hypothesis [ ] test hypothesis [ ] organize and evaluate information
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[ ] a. investigate two careers in terms of: [ ] roles and function of employee [ ] relation of career to other careers [ ] qualifications for entry [ ] working conditions, rewards, benefits [ ] current and projected demand [ ] union or professional affiliations [ ] effects of job on lifestyle [ ] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [ ] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

PHYSICAL SCIENCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from either Goal 4 or 5, or you can combine elements from each as long as you select five altogether. For laboratory science credit, you must select five from Goal 4 and Goal 5 (for a total of ten).

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. PHYSICAL SCIENCE INQUIRY	*At least five elements or five comparable elements*	[ ] matter [ ] chemical reactions [ ] chemicals [ ] elements [ ] compounds [ ] classification system [ ] energy [ ] measurement [ ] liquids, gases, and solids [ ] force [ ] motion [ ] heat, light, and sound [ ] magnetism and electricity [ ] the atmosphere [ ] mixtures and solutions [ ] the universe [ ] atoms [ ] other (specify)_____
5. PHYSICAL SCIENCE TECHNIQUES	*At least five elements or five comparable elements*	[ ] set up and safely use standard laboratory equipment [ ] perform necessary mathematical computations [ ] accurately use a slide rule [ ] understand and use the metric system [ ] use basic statistical methods [ ] use the tables of trigonometric functions [ ] follow safety procedures and precautions for handling or mixing chemicals [ ] set up and safely use electrical and electronic laboratory equipment [ ] set up and safely use mechanical and mechanized laboratory equipment [ ] understand and use the periodic table of elements [ ] use, interpret, and represent data in tables and graphs [ ] diagram physical structures or relationships [ ] use and interpret maps, graphs, or illustrations [ ] other (specify)_____

Appendix B
Student Profile

EBCE Student Application

Student_____Date_____

Age____Date of Birth_____/ /_____ Sex: M F Grade Level_____
Month/Day/Year (Circle One)

High School Counselor (if applicable)_____

Address_____Telephone_____

_____
City State Zip

In Emergency, Contact_____Telephone_____

Parent(s) or Guardian(s)'s Occupation(s)_____

PARENT PERMISSION

Date_____

I have discussed the EBCE program with_____
of the EBCE staff. _____has my
consent to participate in the EBCE program at_____
High School.

I further consent to allow the EBCE staff to collect basic evaluation data which will be used in the total program evaluation process. It is my understanding that all information will be kept in the strictest confidence at all times.

_____
Signature of Parent Or Guardian

EBCE
Pioneer CESA
Form #M-5

STUDENT_____ DATES ENROLLED:

FROM_____ TO_____

ADDRESS:_____

_____ PHONE:_____
ZIP

DATE OF BIRTH: ___/___/___ SEX M___ F___ GRADE 11th___ 12th___
MONTH DAY YEAR

IN AN EMERGENCY CONTACT:_____ PHONE:_____

PARENT OR GUARDIAN:_____ OCCUPATION:_____

COUNSELOR:_____ HOMEROOM TEACHER:_____

. . . . . .

Has a car____ Has access to a car____ Has neither ____

Transportation solution:

Has school insurance YES___ NO___

Date Insurance Purchased:_____

	IN PERSON	PHONE	MAIL
Date Parent(s) Contacted:_____			
_____			
_____			
_____			

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Appendix C
Needs/Goals

Educational History

Credit Taken to Date	Credit Earned to Date	Credit Needed
Mathematics		
_____		
_____		
_____		
Science		
_____		
_____		
_____		
Social Studies		
_____		
_____		
_____		
Language Arts		
_____		
_____		
_____		
Physical Education and Health		
_____		
_____		
_____		

Vocational/Career Education _____ _____ _____ Other _____ _____ _____ _____		
Total		

Subjects/issues of interest (e.g., women's rights, environmental protection, socialized medicine, the Civil War) _____

_____

Extracurricular Activities (e.g., sports, yearbook, student organizations, etc.) _____

_____

Courses completed/are completing outside of high school (e.g., Junior College, Area Vo-Tech School, University, etc.) _____

_____

Hobbies (e.g., macramae, stamp collecting, backpacking) _____

_____

Work History

Worked for pay outside of home YES____ NO____

Type of work done/are doing:

Job	Employer	Dates Worked

Specialized training programs completed/are completing (on a job or at a school):

Job/Employer/School	Type of Training	Dates

Learning Style Self Assessment

Either fill in or put a check mark by the answer or answers below that best describe you and your needs (check as many responses as you wish).

A. IN WHAT KIND OF PHYSICAL SITUATION OR SITUATIONS DO YOU LEARN BEST?

_____1. quiet place
_____2. noisy place
_____3. small discussions
_____4. large group discussions
_____5. alone
_____6. lectures
_____7. individual conferences
_____8. other_____

B. WHAT ARE YOUR FAVORITE SUBJECTS? WHY?

_____ _____

_____ _____

_____ _____

C. WHAT TURNS YOU ON TO LEARNING? IF YOU COULD CHOOSE WAYS TO LEARN, WHICH WOULD YOU CHOOSE AND WHAT KINDS OF MATERIALS YOU LIKE TO USE?

WAYS

___projects
___written assignments
___reading and answering questions
___group discussions
___interviews
___observations
___research
___attending classes
___"hands on" activities
___other_____

MATERIALS

___tape recorders
___videotape
___typewriter
___pen and paper
___mass media activities (collages, cartoons and so forth)
___library resources (books, magazines and so forth)
___other_____

D. WHEN GIVEN AN ASSIGNMENT CAN YOU WORK ALONE, OR DO YOU LIKE SOMEONE TO CHECK IN WITH YOU NOW AND AGAIN?

___need to have directions explained more than once or twice
___mostly self-directed but also like to check in with someone now and then
___need to be told more than once to start a task and to complete it
___self-directed and responsible enough to independently complete assignment

E. CAN YOU COMPLETE AN ASSIGNMENT WITHIN A REASONABLE AMOUNT OF TIME

___take me longer than it should to complete assignment
___feel frustrated when I can't complete a task and just give up
___can easily finsih a task in time
___often need to be reminded about deadlines

F. WHAT ARE THE HARDEST THINGS FOR YOU TO DO IN SCHOOL?

___take tests
___read
___math
___do homework
___sit and listen to the teacher
___follow the rules
___attend class
___meet deadlines
___others_____

G. WHAT DO YOU THINK YOU NEED THE MOST WORK IN RIGHT NOW?

___listening to and following directions
___understanding what is expected of me
___writing
___spelling
___math
___reading
___listening
___getting along with people
___expressing myself
___nothing
___other_____

H. HOW CAN THE EBCE STAFF HELP?

_____

_____

_____

_____

I. OTHER COMMENTS AND/OR SIGNIFICANT STATEMENTS ABOUT YOURSELF AND OTHER LEARNING SYTLE

_____

_____

_____

Name _____

Date _____

Interest Check List

It is important to all of us that we like our jobs; doing so will increase our chances of success.

This Interest Check List may help you decide what kinds of work you would like to do. It lists activities that are found in a broad range of industries and occupations in the United States today.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check ✓ under the "L"; if you "don't like" the activity, make a ✓ under the "D"; if you are not certain whether you would like the activity or not make a ✓ under the "?". After you have checked each activity, go back and double check ✓✓ (using the red pen or pencil provided) <u>five</u> activities that you think you would like most to do, and place a red X next to five activities that you would least like to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. Check the "?" only when you cannot decide whether you would like or dislike the activity, or when you do not know what the activity is.

There are no right or wrong answers. Check each activity according to how you feel about it. The more the counselor knows about your likes and dislikes, the more he or she will be able to help you in thinking about a career.

Now turn the page and begin.

EACH OF THE ITEMS BELOW AND INDICATE HOW YOU FEEL ABOUT THE ACTIVITY DESCRIBED BY PLACING A CHECK ✓ UNDER

L(LIKE)	? (UNCERTAIN)	D (DISLIKE)

01.01

	L	?	D
Write short stories or articles.....	___	___	___
Edit work of writers.....	___	___	___
Write reviews of books or plays....	___	___	___

01.02

Teach classes in oil painting.....	___	___	___
Carve figures of people or animals.	___	___	___
Design artwork for magazines.....	___	___	___

01.03

Direct plays.....	___	___	___
Perform magic tricks in a theater.....	___	___	___
Announce radio or TV programs.....	___	___	___

01.04

Conduct a symphony orchestra.....	___	___	___
Compose or arrange music.....	___	___	___
Play a muscial instrument	___	___	___

01.05

Create routines for professional dancers.....	___	___	___
Dance in a variety show.....	___	___	___
Teach modern dance...	___	___	___

01.06

	L	?	D
Restore damaged works of art.....	___	___	___
Carve designs in wooden blocks for printing greeting cards.....	___	___	___
Design and paint signs	___	___	___

01.07

Analyze handwriting and appraise personality.....	___	___	___
Introduce acts in a circus.....	___	___	___
Guess weight of people at a carnival.....	___	___	___

01.08

Model clothing for customers.....	___	___	___
Pose for a fashion photographer.....	___	___	___
Be a stand-in for a television star....	___	___	___

02.01

Develop chemical processes to solve.... technical problems	___	___	___
Analyze data on weather conditions.....	___	___	___
Develop methods for growing better crops.....	___	___	___

02.02

	L	?	D
Study causes of animal diseases			
Develop methods for growing better crops			
Develop new techniques to process foods			

02.03

	L	?	D
Examine teeth and treat dental problems			
Diagnose and treat sick animals			
Give medical treatment to people			

02.04

	L	?	D
Prepare medicines according to prescription			
Study blood samples using a microscope			
Test ore samples for gold or silver content			

03.01

	L	?	D
Manage a beef or dairy ranch			
Operate a commerical fish farm			
Manage the use and development of forest lands			

03.02

	L	?	D
Supervise farm workers			
Supervise a logging crew			
Supervise a park maintenance crew			

03.03

	L	?	D
Train horses for racing			
Feed and care for animals in a zoo			
Bathe and groom dogs			

03.04

	L	?	D
Pick vegetables on a farm			
Catch fish as a member of a fishing crew			
Trim branches and limbs from trees			

04.01

	L	?	D
Direct police activities			
Issue tickets to speeding motorists			
Enforce fish and game laws			

04.02

	L	?	D
Guard immates in a prison			
Guard money in an armored car			
Fight fires to protect life and property			

05.01

	L	?	D
Plan and design roads and bridges			
Design electrical equipment			
Plan construction of a water treatment plant			

05.02

	L	?	D
Direct operations of a power plant			
Direct construction of buildings			
Supervise operations of a coal mine			

	L	?	D
05.03			
Survey land to determine boundaries.....	___	___	___
Make drawings of equipment for technical manuals.....	___	___	___
Operate a radio transmetter.....	___	___	___
Design and draft master drawings of automobiles.....	___	___	___
Direct air traffic from an airport control tower.....	___	___	___
Conduct water pollution tests.....	___	___	___
05.04			
Pilot a commercial aircraft.....	___	___	___
Operate a ferry boat.....	___	___	___
Be captain of an oil tanker.....	___	___	___
05.05			
Build frame houses.....	___	___	___
Make and repair dentures.....	___	___	___
Prepare and cook food in a restaurant.....	___	___	___
Plan, install and repair electrical wiring.....	___	___	___
Repair and overhaul automobiles.....	___	___	___
Set up and operate printing equipment.....	___	___	___
05.06			
Operate generators at an electric plant....	___	___	___
Operate boilers to heat a building.....	___	___	___
Operate water purification equipment.....	___	___	___

	L	?	D
05.07			
Inspect fire-fighting equipment.....	___	___	___
Inspect aircraft for mechanical safety.	___	___	___
Grade logs for size and quality.....	___	___	___
05.08			
Drive a tractor-trailer truck.....	___	___	___
Operate a locomotive.	___	___	___
Operate a motorboat to carry passengers.....	___	___	___
05.09			
Prepare items for shipment and keep records.....	___	___	___
Receive, store and issue merchandise.	___	___	___
Record amount and kind of cargo on ships.....	___	___	___
05.10			
Develop film to produce negatives or prints.....	___	___	___
Repair small electrical appliances....	___	___	___
Paint houses.....	___	___	___
05.11			
Operate a bulldozer to move earth.....	___	___	___
Operate a crane to move materials....	___	___	___
Operate an oil drilling rig.....	___	___	___
05.12			
Recap automobile tires.....	___	___	___
Operate a duplicating or copying machine	___	___	___
Clean and maintain office buildings..	___	___	___

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	L	?	D
06.01			
Set up and operate a lathe to cut and form metal	___	___	___
Drill tiny holes in industrial diamonds	___	___	___
Hand polish optical lenses	___	___	___
06.02			
Operate a drill press	___	___	___
Operate a power saw in a woodworking factory	___	___	___
Assemble refrigerators and stoves in a factory	___	___	___
Operate a power sewing machine to make clothing	___	___	___
Operate a dough-mixing machine for making bread	___	___	___
Assemble electronic components	___	___	___
06.03			
Inspect bottles for defects	___	___	___
Sort fruit according to size	___	___	___
Test electronic parts before shipment	___	___	___
06.04			
Operate a grinding machine in a factory	___	___	___
Work on a factory assembly line	___	___	___
Operate a machine that fills containers	___	___	___
Hand package materials and products	___	___	___

	L	?	D
06.04 (con't)			
Assemble parts to make venetian blinds	___	___	___
Drive a fork-lift truck to move materials in a factory	___	___	___
07.01			
Take dictation, type and handle business details	___	___	___
Search records to verify land ownership	___	___	___
Maintain records on real estate sales	___	___	___
07.02			
Maintain charge account records	___	___	___
Keep time card records	___	___	___
Compute average weekly production from daily records	___	___	___
07.03			
Receive and pay out money in a bank	___	___	___
Sell tickets at places of entertainment	___	___	___
Operate a cash register in a grocery store	___	___	___
07.04			
Answer questions at an information counter	___	___	___
Operate a telephone switchboard	___	___	___
Interview persons wanting to open checking accounts	___	___	___
07.05			
Check typewritten material for errors	___	___	___
Complete and maintain employee records	___	___	___
Deliver mail to homes and businesses	___	___	___

07.06

	L	?	D
Type letters and reports.....	___	___	___
Operate a computer typewriter to send or receive information.....	___	___	___
Operate a billing machine to prepare customer bills.....	___	___	___

07.07

File office correspondence.....	___	___	___
Locate and replace library books on shelves.....	___	___	___
Handstamp return addresses on envelopes.....	___	___	___

08.01

Sell telephone and other communication equipment.....	___	___	___
Sell newspaper advertising space.....	___	___	___
Select and buy fruits and vegetables for resale.....	___	___	___

08.02

Sell automobiles...	___	___	___
Demonstrate products at a trade exhibit.....	___	___	___
Sell articles at auction to highest bidder..	___	___	___

08.03

	L	?	D
Sell merchandise from door to door.....	___	___	___
Sell candy and popcorn at sports events.....	___	___	___
Persuade night club customers to pose for pictures.....	___	___	___

09.01

Supervise activities of children at vacation camp.....	___	___	___
Greet and seat customers in a restaurant.....	___	___	___
Serve meals and beverages to airline passengers..	___	___	___

09.02

Give haircuts.....	___	___	___
Style, dye and wave hair.....	___	___	___
Give scalp-conditioning treatments.....	___	___	___

09.03

Drive a bus.....	___	___	___
Drive a taxi cab.....	___	___	___
Teach automobile driving skills.....	___	___	___

09.04

Wait on tables in a restaurant.....	___	___	___
Park automobiles.....	___	___	___
Cash checks and give information to customers.....	___	___	___

09.05

Check passenger baggage	___	___	___
Help hotel guests get taxi cabs.....	___	___	___
Operate a carnival ride	___	___	___

10.01	L	?	D
Plan and carry out religious activities.....	___	___	___
Work with juveniles on probation...	___	___	___
Help people with personal or emotional problems.....	___	___	___
10.02			
Provide nursing care to hospital patients..	___	___	___
Plan and give physical therapy treatment to patients.....	___	___	___
Teach the blind to read braille.	___	___	___
10.03			
Give hearing tests.	___	___	___
Care for children in an institution.....	___	___	___
Prepare patients for examination by a physician..	___	___	___
11.01			
Plan and write computer programs to help sovle scientific problems.....	___	___	___
Plan collection and analysis of statistical data.....	___	___	___
Apply knowledge of statistics to set insurance rates.....	___	___	___

11.02	L	?	D
Teach courses in high school.....	___	___	___
Teach vocational education courses.....	___	___	___
Manage the library program for a community.	___	___	___
11.03			
Do research to develop new teaching methods.	___	___	___
Do research to understand social problems.....	___	___	___
Review and analyze economic data.....	___	___	___
11.04			
Serve as a court judge..	___	___	___
Advise clients on legal matters.....	___	___	___
Settle wage disputes between labor and management.....	___	___	___
11.05			
Manage a department of large company.....	___	___	___
Plan and direct work of a government office..	___	___	___
Purchase supplies and equipment for a large firm.....	___	___	___
11.06			
Examine financial records to determine tax owed.....	___	___	___
Approve or disapprove requests for bank loans.....	___	___	___
Buy and sell stocks and bonds for clients.....	___	___	___

11.07	L	?	D
Direct administration of a large hospital.	___	___	___
Serve as principal of a school.....	___	___	___
Direct operations of a museum.....	___	___	___
11.08			
Write news stories for publication or broadcast.....	___	___	___
Broadcast news over radio or television.	___	___	___
Direct operations of a newspaper.....	___	___	___
11.09			
Plan advertising programs for an organization.....	___	___	___
Direct fund raising for a non-profit organization.....	___	___	___
Lobby for or against proposed legislation.....	___	___	___
11.10			
Direct investigations to enforce banking laws.....	___	___	___
Inspect work areas to detect unsafe working conditions.....	___	___	___
Inspect cargo to enforce custom laws...	___	___	___
11.11			
Manage a hotel or motel.....	___	___	___
Direct activities of a branch office of an insurance company...	___	___	___
Manage a grocery, clothing or other retail store.....	___	___	___

11.12	L	?	D
Investigate and settle insurance claims....	___	___	___
Obtain leases for outdoor advertising sites.....	___	___	___
Sign entertainers to theater or concert contracts.....	___	___	___
12.01			
Manage a professional baseball team.....	___	___	___
Referee sporting events			
Drive in automobile races.....	___	___	___
12.03			
Perform as a trapeze artist in a circus..	___	___	___
Perform stunts for movie or TV scenes..	___	___	___
Perform juggling feats.	___	___	___

NOW, GO BACK OVER THE CHECK LIST AND USING THE RED MARKER PROVIDED,

1. DOUBLE CHECK (✓✓) FIVE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO AND;

2. PLACE AN X NEXT TO FIVE ACTIVITIES THAT YOU WOULD LEAST LIKE TO DO.

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Interest Check List Work Sheet

Use this work sheet to figure percent of responses in each section, i.e., 01. through 12. This will serve to highlight the response pattern of the counselee and should be used as a comparison factor to the other sections. This comparison technique should be used only within the context of each counselee's list and not across tests. Reference pages in the Guide for Occupational Exploration are listed in the last column.

Example:

Section	Actual Responses	÷	Total Possible Response	=	%	Guide Reference Pages
01.	10		24		42%	14-35

Section	Actual Responses	÷	Total Possible Response	=	%	Guide Reference Pages
01.			24			14-35
02.			12			36-48
03.			12			49-63
04.			6			64-69
05.			42			70-135
06.			18			136-226
07.			21			227-248
08.			9			249-259
09.			15			260-273
10.			9			274-282
11.			36			283-315
12.			6			316-322

Responses double checked √√

Responses marked with X

Summary statement or occupational categories to be discussed;

Career Interest Assessment

Obtain an Interest Checklist from your Learning Coordinator, complete it, and summarize your responses on this form.

Worker Trait Group#____.		Job Title	Resource Person	Community Resource Site
WTG Title:_____	1.			
_____	2.			
_____	3.			

Worker Trait Group#____.		Job Title	Resource Person	Community Resource Site
WTG Title:_____	1.			
_____	2.			
_____	3.			

Worker Trait Group#____.		Job Title	Resource Person	Community Resource Site
WTG Titles:_____	1.			
_____	2.			
_____	3.			

Basic Reading and Math Skills Assessment

LC: Obtain the following information from the counselor or principal:

Scores from previous basic skills (standardized) tests:

TEST	SCORES
_____	_____
_____	_____
_____	_____

Identifiable basic skills deficiencies:

DEFICIENCY	HOW/WHO IDENTIFIED
_____	_____
_____	_____
_____	_____

Obtain and complete the Basic Math and Reading Inventories. Have your LC monitor and score the inventories.

Basic Math Inventory Score: _____

Basic Reading Inventory Score: _____

Areas of weakness based on Inventories:

MATH	READING
____	_____
____	_____
____	_____

Future Plans/Goals

Please answer the following questions upon entering the ERCE program.

1. What do you expect to be doing one year after completing high school? (Check one or more answers)

   1. ☐ Working full-time
   2. ☐ Entering an apprenticeship or on-the-job training program
   3. ☐ Going into regular military service or to a service academy
   4. ☐ Attending a vocational, technical, trade or business school
   5. ☐ Attending a junior or community college
   6. ☐ Attending a four-year college or university
   7. ☐ Working part-time
   8. ☐ Other (travel, take a break)
   9. ☐ I have no idea what I'll be doing

2. How far do you plan to pursue your formal education? (Check one)

   1. ☐ Don't plan to finish high school
   2. ☐ Graduate from high school
   3. ☐ High school plus one or two years of college, community college or special training
   4. ☐ High school plus three or more years of college, community college or special training
   5. ☐ Graduate from four-year college
   6. ☐ Graduate or professional training beyond college

3. List two jobs you feel you would like to hold after completing your education. Be as specific as possible (for example, say "a mechanical drafter" rather than "working at National Engineering Co.").

   1. _____

   2. _____

4. Have you observed or directly worked at either or both of the two preferred jobs listed for the previous question?

1. ☐ I have observed or worked at both jobs

2. ☐ I have observed or worked at one of these two jobs

3. ☐ I have not observed or worked at either job

5. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?

1. ☐ Do not know where to begin

2. ☐ Have some idea

3. ☐ Steps pretty clear

4. ☐ Steps quite clear

6. Do you feel you will be able to complete the necessary steps for this job?

1. ☐ Yes

2. ☐ Not sure

3. ☐ Probably not

7. How important was each of the following factors in deciding to join the EBCE program? (Circle one number for each question. For example, "1" = not important, "3" = somewhat important and "5" = extremely important.)

1.	I wanted to learn about different careers	1	2	3	4	5	(26)
2.	I wanted to gain specific job skills in one particular career	1	2	3	4	5	(27)
3.	I wanted a chance to learn from working with adults in the community	1	2	3	4	5	(28)
4.	I wanted to earn academic or vocational credit outside of the classroom	1	2	3	4	5	(29)
5.	I was bored with other classes	1	2	3	4	5	(30)
6.	I thought this program might lead to a part-time job this year	1	2	3	4	5	(31)
7.	One or more friends of mine are in the program	1	2	3	4	5	(32)
8.	Other reasons (say why) _____ _____						(33)

Appendix D
Learning Plans

Quarter/Semester _____

Learning Plan: Overview

Needs/Goals

Academic Credit		Career Explorations		Basic Skills	
Course	Units	Job Title	WTG#	Concepts	Item No.

Needs/Goals Completion

Project Theme — Needs/Goals Covered

_____ _____

_____ _____

_____ _____

_____ _____

External Course Title — Time/Dates — Needs/Goals Covered

_____ _____ _____

_____ _____ _____

_____ _____ _____

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Survival Skills

Name	No.	Estimated Completion Date	Needs/Goals Covered

Other Activities

	Needs/Goals Covered

Pioneer CESA
Experience-Based Career Education

PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT _____ LC _____ DATE _____

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

_____

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

III. WHAT RESOURCES WILL YOU USE?

Community Resource Site _____ Phone _____
Address _____
Community Resource Site _____ Phone _____
Address _____
Community Resource Site _____ Phone _____
Address _____

OTHER RESOURCES *(give name of person or title and author of books, articles, etc.)*

_____
_____

I HAVE READ THE RESOURCE GUIDE(S) [ ]Yes [ ]No If not, give reasons: _____

_____
_____

APPROVED BY LC _____ DATE _____

FOLLOW-UP
[ ] The student has decided to do a project in this interest area.
[ ] The student has decided not to pursue this interest further because:
_____

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

Pioneer CESA
Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT _____ PROJECT NO. _____ PACKAGE _____

LC APPROVAL _____ DATE _____ DATE PROJECT STARTED _____

TECHNICAL ADVISOR(S) *(If any)* _____

I. PROJECT DESCRIPTION

A. *Title* _____

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. _____	_____
	2. _____	_____
	3. _____	_____

B. *Theme* *(Please give a brief description of your project)* _____

C. *Questions to be Investigated:*

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	*Initials*	*Date*	*End-of-Term Review*	*Initials*	*Date*

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STUDENT PROJECT PLAN	Page 2 of

II. IDENTIFICATION OF RESOURCES

A. *Completed Visits* *(Identify resources already visited for Orientation)*

COMMUNITY SITE NAME	*Address*	*Phone*	RESOURCE PERSON	*Hours Spent*

B. *Planned Visits* *(Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP.)*

COMMUNITY SITE NAME	*Address*	*Phone*	ACTY* LEVEL O	E/I	RESOURCE PERSON	*Est. Hours*

* O = Orientation; E/I = Exploration/Investigation

C. *Related Reading/Research* *(Give Titles and Authors)* _____

_____

_____

_____

_____

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS *(See Resource Guides. Some sites require special insurance, health certificates, etc.)*

A. Prequisites _____

B. Materials or Equipment _____

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits _____ Hrs. *Product Production* _____ Hrs.

B. Reading _____ Hrs. *Other (specify)* _____ Hrs.

TOTAL HOURS _____

DATE FOR COMMITMENT TO COMPLETE PROJECT _____

PLANNED PROJECT COMPLETION DATE _____

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page of

Student _____ *LC* _____ *Project Title* _____

Goals and Indicators	*For Indicators*		*For Evaluator's Use*		
	Due Date	*Evaluator*	*Date*	*Initials & Rating*	*Comments*
97					
97					98

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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Instructions for Completing The Last Page (s) of Your Project Plan

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

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Appendix E
Monitoring Progress

Pioneer CESA
Experience-Based Career Education

WEEKLY ACTIVITY SCHEDULE

Week of _____

Enter planned activities at school and appointments with resources. Update daily.

Student _____ LC _____

		TIME	MORNING	TIME	AFTERNOON
MONDAY	SCHOOL				
	FIELD		Community Resources: RP Name: *Phone*		Community Resources: RP Name: *Phone*
TUESDAY	SCHOOL				
	FIELD		Community Resources: RP Name: *Phone*		Community Resources: RP Name: *Phone*
WEDNESDAY	SCHOOL				
	FIELD		Community Resources: RP Name: *Phone*		Community Resources: RP Name: *Phone*
THURSDAY	SCHOOL				
	FIELD		Community Resources: RP Name: *Phone*		Community Resources: RP Name: *Phone*
FRIDAY	SCHOOL				
	FIELD		Community Resources; RP Name: Phone		Community Resources: RP Name: *Phone*

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Form S-10

Pioneer CESA *Experience-Based Career Education*	STUDENT ACTIVITY REPORT
STUDENT_____	Week
LC _____	School

ACTIVITIES IN THE COMMUNITY

Community Resources Visited	Resource Person Name	Hours	Project Number

Other Project Activities in the Community (i.e., Community Library Work, Research at City Hall, phone interview with County Agent, etc.)			

STUDENT ACTIVITY REPORT (CONTINUED)

ACTIVITIES AT THE SCHOOL	HOURS	PROOF NUMBER
Seminars, Workshops, Group Sessions Attended		
Study and Product Preparation		
Other Activities		
External Courses (specify)		
Individual Meetings with LC		
Survival Skills (specify)		
Other EBCE Activities (specify)		

FAU-FBC...
Form S-19

Pioneer CESA
Route , Box 145
Cleveland, Georgia 30528

GEORGIA DEPARTMENT OF EDUCATION
EMPLOYEE EXPENSE STATEMENT

Reference _____ (For Accounting Use)
Budget Code _____
Month Ending _____
Auto License No. _____

Name _____ Social Security No. _____ Headquarters _____

PLACE OF RESIDENCE _____ (STREET) (CITY) (STATE) (ZIP CODE)

Date	TRANSPORTATION: Time Departed / Arrived	From, To	Odometer Reading Ending / Beginning	Number State Use Miles	Amount (Attach Receipt if by Carrier)	Taxi Limousine Bus	Total Trans.	SUBSISTENCE: Breakfast	Lunch	Dinner	Total Meals	Lodging (Attach Receipt)	Total Subsist.	OTHER: Items (Identify Other Expense)	Other Expense (Amount

I do solemnly swear that the information furnished above is true and correct to the best of my knowledge, and I have incurred the described expenses and the state use mileage in the performance of my official duties for the state.

EMPLOYEE'S SIGNATURE

DATE

OFFICE HEAD APPROVAL

DATE

NOTE

TOTAL	1	
TOTAL	2	
TOTAL	3	
TOTAL AMOUNT TO BE REIMBURSED		

ACCOUNT CODING

Fund Code	Account Code	Federal Code	Project Number	Amount

*Total of 1, 2 and 3 in this block.

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Student Evaluation of Learning Site

Student: _____ Date: _____

Resource Person: _____

Community Resource Site: _____

Orientation ☐ Exploration/Investigation ☐ Survival Skill ☐

RP DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

RP PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:			
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

ARE YOU:			
Satisfied with your present community site?			
Gaining valuable learning experiences?			
Clear on your performance review?			

Comment

ADDITIONAL COMMENTS:

_____ signed

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PCESA-8/80

Pioneer CESA *Experience-Based Career Education*	PROJECT SUMMARY REPORT

Student _____ L.C. _____

Project Title _____ No. ____

SECTION I. What resources did you use? (Summarize information from Activity Reports)

NAME OF RESOURCE Company/Organization	RP Name(s)	LEVEL O	LEVEL E/I	HOURS SPENT

SECTION II. Besides visiting resources, what other research did you do?

RESEARCH ACTIVITY *(Give description if not included above)*	HOURS SPENT

SECTION III. What products did you produce? List each product which you have completed and the person who will evaluate the product. (See Section B of Student Activity Reports for hours spent)

PRODUCT DESCRIPTION	HOURS SPENT	EVALUATOR

TOTAL HOURS SPENT VISITING RESOURCES *(Enter total from SECTION I)*	
TOTAL HOURS SPENT ON OTHER RESEARCH *(Enter total from SECTION II)*	
TOTAL HOURS SPENT PRODUCING PRODUCTS *(Enter total from SECTION III)*	
TOTAL HOURS SPENT ON THIS PROJECT	

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Form #S-21

PROJECT SUMMARY REPORT - PROJECT EVALUATION

Instructions to Student: Complete the student evaluation section below, summarizing what you have learned through this project and whether you are satisfied with the quality of your work. Be as specific as you can in the space provided. Then give the form to your Learning Coordinator and arrange a date for formal credit assignment.

AREAS TO BE EVALUATED	STUDENT'S EVALUATION	LC'S COMMENTS
Did you accomplish your goals to your satisfaction? State specifically what you did and did not accomplish, and why. (Refer to your goal numbers)		
Did other significant learning take place? State other subject matter, issues, and skills that you learned. Who can verify this learning?		
What career fields and jobs did you explore? Did you learn what you needed to know about them?		

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STUDENT PROJECT SUMMARY REPORT - PROJECT EVALUATION

AREAS TO BE EVALUATED	STUDENT'S EVALUATION	LC'S COMMENTS
Did you improve some of your basic skills through this project? Which ones (reading, writing, oral communications, math)? How?		
How do you assess the quality of your work?	[ ] Outstanding [ ] Very Good [ ] Acceptable [ ] Needs Work	[ ] Outstanding [ ] Very Good [ ] Acceptable [ ] Needs Work
How much credit should you receive? In what subjects?		Comments:

CREDIT ASSIGNMENT

Subject	Credits	Quality of Work

I have reviewed the student's work and determined that the student should receive credit for the subject(s) and amounts indicated.

APPROVED: _____ Date _____

Student Performance Review Of Exploration/Investigation

Student: _____ Date _____

Resource Person: _____

Community Resource Site: _____

	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
ATTENDANCE/PUNCTUALITY						
Reports to community site on time						
Adheres to established schedule						

Comment:

ATTITUDE						
Understands and accepts responsibility						
Observes employer's rules						
Shows interest and enthusiasm						
Courteous, cooperative						
Good team worker						
Judgment						
Poise, self-confidence						
Demonstrates appropriate dress/grooming						
Concerned for equipment property						

Comment:

LEARNING PROCESS						
Uses initiative, seeks opportunities to learn						
Learning growth						
Quality of assigned projects						
Asks questions of appropriate person						
Uses employer site learning resources						

Comment:

PERFORMANCE						
Begins assigned tasks promptly						
Seeks feedback concerning performance						
Accepts feedback information						
Uses criticism constructively						
Completes tasks assigned						
Progressively requires less supervision						

Comment:

ADDITIONAL COMMENTS:

_____ signed

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Appendix F
Summary Evaluation

Semester/Quarter _____

Learning Activities Summary Report

Project Title	H.S. Course Equivalent	Number/Letter Grade
External Courses	Teacher/School	
Survival Skills	Completion Date	
Mini Project Title	EBCE Course Credit	

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Appendix G
Student Resume

Student Resume

Personal Data

Educational History

Work History

Skills/Abilities

Hobbies/Vocational Interests

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Ann Lary, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.